

LEWISVILLE MIDDLE

3595 Lancaster Highway
Richburg, SC 29729

Grades	6-8 Middle School	
Enrollment	311 Students	
Principal	H.L. Erwin	803-789-5858
Superintendent	Dr. Thomas Graves	803-385-6122
Board Chair	Dr. Richard Hughes	803-581-7522

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Good	Excellent*
2009	Good	Average
2008	Average	Below Average
2007	Average	Below Average
2006	Below Average	Average

* The School's 2010 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

DEFINITIONS OF SCHOOL RATING TERMS

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- **Good** – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- **Average** – School performance meets the standards for progress toward the 2020 SC Performance Vision
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- **At-Risk** – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2009-10 whose 2008-09 test scores were located

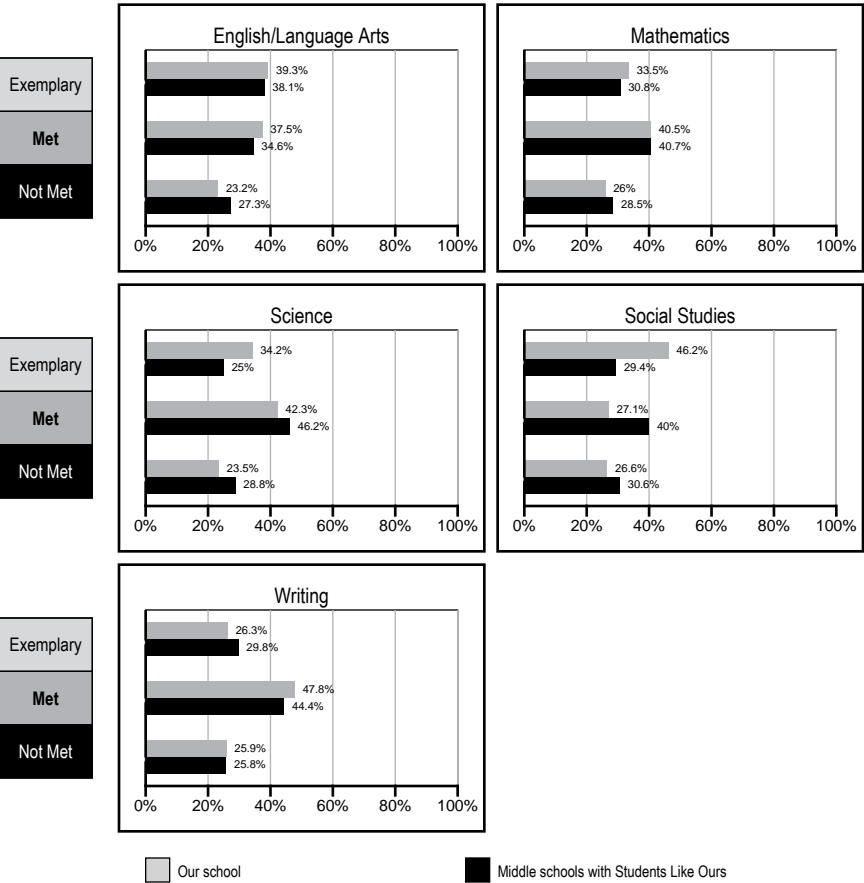
95.6%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
2	13	36	0	0

* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



* Middle schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	100.0%	96.4%
English 1	100.0%	97.1%
Physical Science	N/A	44.2%
US History and the Constitution	N/A	N/A
All Subjects	100.0%	96.3%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=311)				
Students enrolled in high school credit courses (grades 7 & 8)	51.6%	Up from 51.1%	29.6%	24.2%
Retention rate	3.2%	Up from 2.4%	0.8%	0.7%
Attendance rate	94.9%	Down from 95.4%	95.8%	95.9%
Eligible for gifted and talented	23.5%	Up from 20.3%	18.8%	16.4%
With disabilities other than speech	10.8%	Up from 7.6%	12.1%	12.0%
Older than usual for grade	3.2%	Down from 3.4%	2.0%	2.2%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	8.0%	Up from 0.0%	0.9%	0.5%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=18)				
Teachers with advanced degrees	55.6%	Up from 42.9%	60.2%	58.5%
Continuing contract teachers	77.8%	Up from 66.7%	84.8%	80.0%
Teachers with emergency or provisional certificates	6.3%	Up from 5.3%	3.0%	4.0%
Teachers returning from previous year	80.5%	Down from 81.9%	85.9%	84.6%
Teacher attendance rate	95.1%	Up from 94.9%	95.6%	95.4%
Average teacher salary*	\$47,447	Up 0.7%	\$47,345	\$46,561
Professional development days/teacher	5.3 days	Down from 5.6 days	10.0 days	10.2 days
School				
Principal's years at school	0.0	Down from 9.0	4.0	4.0
Student-teacher ratio in core subjects	25.3 to 1	Up from 21.4 to 1	22.1 to 1	21.1 to 1
Prime instructional time	89.8%	Down from 89.9%	90.4%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.8%	98.8%	98.1%
Character development program	Good	No Change	Good	Good
Dollars spent per pupil**	\$8,689	Up 16.2%	\$7,369	\$7,802
Percent of expenditures for instruction**	58.5%	Down from 61.7%	63.9%	63.8%
Percent of expenditures for teacher salaries**	48.0%	Down from 57.0%	60.5%	60.0%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Lewisville Middle School is proud to be a school in the Chester County School District. Lewisville Middle School is proud of the community, parents, students, and district office staff who support it. The school's successful Real Men Read/Foxy Ladies Read reading program continues to induct new members monthly. Students were awarded various incentives for reaching their reading goals. Fourteen students were selected as Junior Scholars.

Nineteen members were inducted into the Beta Club this year, compared to sixteen last year. Students continue to show gains and improvement in scores on the Measures of Academic Progress (M.A.P.) tests taken during the school year. The school continues to use its Good Character Program and Advisor/Advisee program to develop good citizens throughout the school and in the community.

Mathathon, Make a Difference Day, Teens for Jeans, The Empty Stocking Fund, March of Dimes, Pennies for Patients, and Relay For Life were service learning projects in which the school participated.

The multicultural celebration continues to be an important program at Lewisville Middle School. The program was expanded to highlight and celebrate various cultures at the school and their contributions to the American culture.

Making Middle Grades Work continues to be an important school-wide initiative.

The Parents In Action Team and School Improvement Council continue to be valuable assets to the school. They share concerns and provide valuable suggestions and ideas to help the school be successful. The Parents in Action Team and School Improvement Council also provide special rewards for the school's faculty and staff.

The school's business partners (Walmart, Coca-Cola, David Lee and Son, Count Me In To Do The Right Thing, and Richburg Lawn and Tractor Supply) continue to provide financial support and services to the school.

The school's data team reviewed all data (MAP, report cards, PACT etc.) in making decisions that provided quality instruction to the students.

Lewisville received an absolute score of good on the state's school report card. Lewisville Middle also met AYP during the 2009 school year.

Lewisville Middle School will continue to provide a safe environment and quality education to all of its students. Lewisville Middle School will continue to make decisions in the best interest of the students and is committed to making strides through academic programs, extracurricular events, and lifelong character building efforts.

H. L. Erwin, Principal
Mr. Joseph Campbell, School Improvement Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	22	95	36
Percent satisfied with learning environment	81.8%	68.4%	70.6%
Percent satisfied with social and physical environment	100.0%	78.9%	71.4%
Percent satisfied with school-home relations	77.3%	77.9%	61.8%

* Only students at the highest middle school grade level and their parents were included.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

No Child Left Behind

School Adequate Yearly Progress	YES
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This school met 17 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	23.0%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	5.6%	0.0%	No
Student attendance rate	94.9%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	315	99.4	24.5	38.8	36.7	84.4	74.9	83.5	Yes	Yes
Gender										
Male	161	99.4	23.2	37.1	39.7	84.1	71.4	80.1	N/A	N/A
Female	154	99.4	25.9	40.6	33.6	84.6	78.8	87	N/A	N/A
Racial/Ethnic Group										
White	216	99.5	21.2	36.9	41.9	86.9	82.8	89.6	Yes	Yes
African American	89	100	33.3	40.2	26.4	78.2	66.5	74.6	Yes	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	92.3	92.7	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	76.7	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	85.1	I/S	I/S
Disability Status										
Disabled	31	100	70.4	18.5	11.1	48.1	42.6	51.7	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	85.2	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	177	98.9	31.3	43.1	25.6	76.9	68.8	76.9	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	315	99.7	28.9	42.5	28.6	79.6	71.7	80.4	Yes	Yes
Gender										
Male	161	99.4	26.5	43	30.5	80.8	69.7	78.4	N/A	N/A
Female	154	100	31.5	42	26.6	78.3	73.9	82.5	N/A	N/A
Racial/Ethnic Group										
White	216	99.5	24.7	39.9	35.4	84.3	79.3	87.8	Yes	Yes
African American	89	100	37.9	47.1	14.9	69	63.6	69.3	Yes	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	100	93.5	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	76.7	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	83.2	I/S	I/S
Disability Status										
Disabled	31	100	81.5	11.1	7.4	29.6	36.9	46.1	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	81.5	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	177	99.4	39.4	43.8	16.9	69.4	65.1	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	211	96.7	20.5	43.7	35.8	79.5	57	67.3
Gender								
Male	106	99.1	19.2	44.4	36.4	80.8	57.3	66.9
Female	105	94.3	22	42.9	35.2	78	56.7	67.7
Racial/Ethnic Group								
White	140	96.4	12.9	39.5	47.6	87.1	72	79.6
African American	63	96.8	37.3	49.2	13.6	62.7	41.7	49.7
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	84.4
Hispanic	5	I/S	I/S	I/S	I/S	I/S	50	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5
Disability Status								
Disabled	21	100	42.1	47.4	10.5	57.9	29.1	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	50	58.6
Socio-Economic Status								
Subsidized meals	120	97.5	28.6	49.5	21.9	71.4	47.5	55.4

Social Studies

All Students	212	96.7	24	28.1	47.9	76	63.2	70.9
Gender								
Male	110	97.3	24.8	19.8	55.4	75.2	61.6	70.1
Female	102	96.1	23.1	37.4	39.6	76.9	65.1	71.7
Racial/Ethnic Group								
White	149	96	22.3	27.7	50	77.7	70.3	79.2
African American	57	98.3	30.4	30.4	39.3	69.6	55.5	58.4
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	86.8
Hispanic	3	I/S	I/S	I/S	I/S	I/S	72.2	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	24	100	71.4	23.8	4.8	28.6	32.8	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	75	68
Socio-Economic Status								
Subsidized meals	117	96.6	31.1	27.2	41.7	68.9	56	60.8

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	312	99	25.9	47.8	26.3	74.1	62.5	72.1	94.9	95.3
Gender										
Male	159	98.7	29.3	48.7	22	70.7	54.5	65.2	94.9	95.1
Female	153	99.4	22.4	46.9	30.8	77.6	71.2	79.2	94.9	95.5
Racial/Ethnic Group										
White	213	98.6	22.8	46.7	30.5	77.2	69.6	80.8	94.5	94.8
African American	89	100	33.3	49.4	17.2	66.7	54.5	59.7	95.6	95.7
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	85.7	87	99.3	97
Hispanic	7	I/S	I/S	I/S	I/S	I/S	76.7	64.6	95.8	94.3
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.4	N/A	95.4
Disability Status										
Disabled	31	90.3	N/AV	N/AV	N/AV	15.4	17.2	27.7	93.7	94.2
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	77.8	63.7	96.5	95.5
Socio-Economic Status										
Subsidized meals	173	98.3	35.4	49.4	15.2	64.6	55	61.9	94.5	94.9

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
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English/Language Arts

2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	105	100	21	38	41	79
	7	107	100	38	31	31	62
	8	114	98.3	32.7	35.6	31.7	67.3
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	98	100	12.1	53.8	34.1	87.9
	7	109	99.1	28.4	32.4	39.2	71.6
	8	108	99.1	31.7	31.7	36.6	68.3

Mathematics

2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	105	99.1	16.2	47.5	36.4	83.8
	7	107	100	23	44	33	77
	8	114	100	21	56.2	22.9	79
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	98	100	33	45.1	22	67
	7	109	99.1	30.4	38.2	31.4	69.6
	8	108	100	23.8	44.6	31.7	76.2

Science

2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	53	98.1	29.2	58.3	12.5	70.8
	7	107	100	30	47	23	70
	8	59	98.3	24.1	42.6	33.3	75.9
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	49	100	20.5	63.6	15.9	79.5
	7	108	100	15.7	40.2	44.1	84.3
	8	54	87	31.8	31.8	36.4	68.2

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	52	100	2	47.1	51	98
	7	107	100	33	20	47	67
	8	55	98.2	22.4	46.9	30.6	77.6
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	50	100	12.8	31.9	55.3	87.2
	7	108	100	29.4	24.5	46.1	70.6
	8	54	87	23.3	32.6	44.2	76.7
Writing							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	105	100	19.8	46.5	33.7	80.2
	7	107	100	29	41	30	71
	8	116	99.1	34.3	46.7	19	65.7
2010	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	98	98	23.3	51.1	25.6	76.7
	7	107	100	30.4	51	18.6	69.6
	8	107	99.1	23.8	41.6	34.7	76.2

Abbreviations for Missing Data

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